

IDAHO CONTENT STANDARDS  
HUMANITIES: MUSIC

Standard 1: Historical and Cultural Contexts

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 1.1: Discuss the historical and cultural contexts of music.	K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned. (868.01.a1)	4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.	6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music. (936.01.a1)	9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods. (971.01.a1)
	K-3.Mu.1.1.2 Identify the country or region of musical selections learned. (868.01.a2)	4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. (902.01.a2)	6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed. (936.01.a2)	9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history. (971.01.a2)
	K-3.Mu.1.1.3 Discuss suitable music for various occasions and traditions.	4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. (902.01.a3)	6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed. (936.01.a2)	9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives. (971.01.a3)
		4-5.Mu.1.1.4 Recognize the uses of music in everyday life.	6-8.Mu.1.1.4 Identify the roles of musicians in society.	9-12.Mu.1.1.4 Identify famous musicians in contemporary society.
Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.	K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. (868.02.a1)	4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2)	6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement. (936.02.a2)	9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style. (971.02.a2)
	K-3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style. (868.02.a2)	4-5.Mu.1.2.2 Describe ways that music is related to other subject areas.	6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts.	9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 2.1: Conduct analyses in music.	K-3.Mu.2.1.1 Examine music as a way to communicate emotions. (870.01.a2)	4-5.Mu.2.1.1 Describe music as a form of communication. (904.01.a2)	6-8.Mu.2.1.1 Identify a musical theme.	9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history. (973.01.a4)
	K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. (870.01.a3)	4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)	6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.	9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms. (973.01.a1)
	K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.	4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.	6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.	9-12.Mu.2.1.3 Compare two contrasting musical works. (973.01.a2)
	K-3.Mu.2.1.4 Identify simple musical forms when they are heard.	4-5.Mu.2.1.4 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)	6-8.Mu.2.1.4 Discuss the style of a musical selection.	9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed. (973.01.a3)
Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.	K-3.Mu.2.2.1 Discuss the importance of music in one's own life. (870.02.a1)	4-5.Mu.2.2.1 Discuss the importance of music in our society. (904.02.a1)	6-8.Mu.2.2.1 Describe the significance of music in contemporary society. (938.02.a3)	9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society. (904.02.a2)
	K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. (870.03.a2)	4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)	6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology. (973.03.a1)	9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)
	K-3.Mu.2.2.3 Demonstrate proper concert behavior.	4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)	6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire. (940.03.a4)	9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.
	K-3.Mu.2.2.4 Draw conclusions about the meaning of the term "classical music." (870.02.a2)	4-5.Mu.2.2.4 Identify and discuss copyright issues in music. (904.03.a2)	6-8.Mu.2.2.4 Debate copyright issues in music. (938.03.a3)	9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist. (973.03.a3)
			6-8.Mu.2.2.5 Develop criteria for high musical quality. (938.03.a2)	9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)
			6-8.Mu.2.2.6 Evaluate constructively the quality of one’s performance and the performances of others. (938.03.a2)	9-12.Mu.2.2.6 Evaluate constructively the quality of one’s performance and the performances of others. (973.03.a4)

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Standard 3: Performance

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 3.1: Utilize concepts essential to music.	K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.	4-5.Mu.3.1.1 Improvise simple melodic phrases. (940.01.a1)	6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)	9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)
	K-3.Mu.3.1.2 Identify symbols and notation in music. (906.01.a3)	4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.	6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff).	9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
	K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. (872.01.a1)	4-5.Mu.3.1.3 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)	6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)	9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
		4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)	6-8.Mu.3.1.4 Articulate a method of consistent musical practice.	9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice. (975.01.a2)
Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.	K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres. (872.02.a1)	4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. (906.02.a1)	6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)	9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique. (975.02.a1)
	K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues. (872.02.a2)	4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. (906.02.a3)	6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1)	9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)
	K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.	4-5.Mu.3.2.3 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.	6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing.	9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)
Goal 3.3: Communicate through music with creative expression.	K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases. (872.03.a3)	4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). (906.03.a3)	6-8.Mu.3.3.1 Create a melody when given specific guidelines. (872.03.a1)	9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies. (975.03.a4)
	K-3.Mu.3.3.2 Move to the beat of music in both organized and free style. (872.03.a2)	4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.	6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator. (940.03.a)	9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy. (975.03.a3)
	K-3.Mu.3.3.3 Improvise movement that is stylistically appropriate to music. (872.03.a4)	4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively.	6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1)	9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)
				9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)